EMERSON COLLEGE
BOSTON, MASS.
1935

"For of the soule the bodie forme doth take;
For soule is forme, and doth the bodie make."

Edmund Spenser

ANNUAL CATALOGUE

EMERSON COLLEGE

DEVOTED TO ORATORY, LITERATURE AND DRAMA

"Expression Necessary to Evolution"

FOUNDED 1880
by
DR. CHARLES WESLEY EMERSON

Beacon and Berkeley Streets
BOSTON, MASSACHUSETTS

1935

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Calendar

For 1935-36

FIRST SEMESTER

1935

September	21	Registration day for freshmen.
	23	Registration day for upper-classmen.
	24	Classes begin, 9 a.m.
October	9	Opening of Southwick Artists Recital Course.
	12	Columbus Day—Holiday.
	14	Opening of Evening School Division.
	31	Meeting of the Board of Trustees.
November	23	Opening of Children's Theater—Seventeenth season.
	28	Thanksgiving Day—Holiday.
December	5	Founder's Day exercises. Twenty-seventh Revival, Old English Drama.
	21	Winter recess begins, 1 p.m.

1936

January	7	Winter recess ends, 9 a.m.
	24 to 27	Reading period.
	28	Mid-year examinations begin.
February	1	First semester ends, 1 p.m.

Calendar

(Continued)

SECOND SEMESTER

February	3	Second semester begins, 9 a.m.
	20	Junior week opens.
	22	Washington's Birthday—Holiday.
	27	Meeting of the Board of Trustees.
April	11	Spring recess begins, 1 p.m.
	21	Spring recess ends, 9 a.m.
	25	Children's Theater season ends.
May	23 to 25	Reading period for seniors.
	26 to 29	Senior examinations.
	30	Memorial Day—Holiday.
June	1 to 3	Reading period for under-classmen.
	4	Cap and Gown Day.
		Meeting of Board of Incorporators.
		Meeting of Board of Trustees.
		Final examinations begin.
	5	Opening of fifty-sixth Commencement.
	6	Alumni Day.
	8	End of Commencement exercises; conferring of degrees.
	9	Second semester closes, 4 p.m.

SUMMER SESSION, 1935

July	8	Six weeks term, ending August 16.

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Faculty of Instruction

1934-35

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Oratory

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Literary Interpretation; Shakespeare; Voice.

WILLIAM HOWLAND KENNEY
Technique of the Voice.

ELVIE BURNETT WILLARD
Story Telling; Children's Literature.

AGNES KNOX BLACK
Literature; Literary Interpretation; Reading as a Fine Art.

PRISCILLA C. PUFFER, B.L.I.
Expressive Action.

ROBERT HOWES BURNHAM, B.L.I.
Make-Up.

ELSIE R. RIDDELL, B.S. in Ed.
Hygiene; Physical Education.

JOSEPH E. CONNOR, B.L.I.
Public Reading; Literary Interpretation.

SANDS CHIPMAN
Journalism.

ADELE DOWLING LEVILLAIN, B.L.I.
Pantomime; Expressive Action.

ETHEL BAILEY DuBURON, B.L.I.
Costume; Interpretation.

ELMER E. HALL
Scenery and Technical Directing; Stage Design; Lighting.

GERTRUDE BINLEY KAY
Community Drama; Children's Theater; Comparative Drama.

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English and American Literature; Greek Drama.

H. JAMES ROCKEL, Ph.D.
English.

GROVER C. SHAW, M.Ed.
Public Speaking.

EDNA M. SHAW, B.L.I.
Literary Interpretation.

ARTHUR F. EDES
Radio Address; Technique of Broadcasting.

GEORGE DEMETER, A.B., LL.B.
Parliamentary Practice; Government.

DANIEL BLISS, A.B., B.D.
Comparative Religions.

S. JUSTUS McKINLEY, Ph.D.
History.

GEORGE BRINTON BEAL
Dramatic Criticism.

RUTH SOUTHWICK MAXFIELD, B.L.I.
Interpretation; English.

HOWARD H. HIGGINS, A.M.
Psychology and Education.

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SECRETARY OF THE FACULTY—Mrs. LEVILLAIN.

FRESHMAN ADVISERS—Dr. ROCKEL, Mrs. LEVILLAIN, Mrs. DuBURON, Miss RIDDELL, Mr. SHAW.

PUBLIC PRODUCTIONS—Mrs. DuBURON, Mrs. KAY, Mr. HALL, Mrs. LEVILLAIN, Miss RIDDELL, Mr. CONNOR.

COMMENCEMENT—Mr. CONNOR, Mr. HALL, Mrs. KAY, Mr. SHAW.

CURRICULUM—The PRESIDENT, The DEAN, The REGISTRAR.

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DORMITORY—The DEAN, Mrs. MONTEITH, Miss PRAY.

SUMMER SCHOOL DIRECTOR—Mr. SHAW.

SOUTHWICK ARTISTS RECITAL COURSE—Mr. CONNOR, Mrs. SOUTHWICK, The PRESIDENT.

VOCATIONAL COUNSEL—Mr. HIGGINS, Mrs. MAXFIELD, Dr. McKINLEY.

History of the College

The history of Emerson College, now in its fifty-sixth scholastic year, is largely the history of a revolutionary idea. Its founder, Dr. Charles Wesley Emerson, an educator fifty years ahead of his time, set forth as his aim the education of the individual through the power of self-expression. He changed the study of oratory from technical formalism to imaginative artistry. Moreover, he developed a system of expressional pedagogy which equipped his students to teach the ideals and objectives of personal expression, whether oratoric, dramatic, or interpretative. The power of the human being to develop through self-expression, through cultivation of the creative instinct, was not as generally accepted then as now. Programs of speech education, in which such rapid progress has been made during the last two decades, are, however, to a great extent the outgrowth of the pioneer principles laid down by Dr. Emerson and followed by the College to this day.

The institution as founded by Dr. Emerson in 1880 was first known as the Boston Conservatory of Oratory. It was renamed, a few months later, Monroe Conservatory of Oratory in honor of Professor Lewis B. Monroe, Dr. Emerson's own great teacher. September 4, 1886, the school was incorporated as the Monroe College of Oratory but Dr. Emerson conducted it as a private school of which he was the sole proprietor. March 14, 1890, the name was changed to Emerson College of Oratory by act of legislature. Since 1934 the institution has been known as Emerson College.

In May, 1900, the proprietary rights passed into the ownership of Dr. Henry Lawrence Southwick, Mrs. Jessie Eldridge Southwick, and Mr. William Howland Kenney. Mr. Harry Seymour Ross succeeded Mrs. Southwick in the partnership in 1908. Under this management the school was administered with a single eye toward the building of a permanent institution of collegiate grade.

During the ensuing years college standards of admission and graduation were established, the four-year course introduced, the faculty of instruction enlarged and strengthened, the curriculum greatly enriched, and the physical equipment augmented. In recognition of this sound scholastic growth, and upon recommendation of the Massachusetts Board of Education, a special act was passed by the Massachusetts Legislature in 1920 giving Emerson the right to confer the degree Bachelor of Literary Interpretation.

In May, 1930, at the completion of fifty years of service in the fields of literature, drama, speech, physical education, and teacher training, the proprietary owners, without financial compensation, surrendered their trust to be administered by a board of trustees as a public institution. This board now elects annually the officers of the College, directs its educational policies, and administers its finances.

Three distinguished educators, all able exponents of the art of speech, served as presidents of Emerson during the half century of its growth from a private professional school to an institution of college grade. After Dr. Emerson retired, in 1903, the noted Shakespearean scholar and editor, Dr. William J. Rolfe, became the second president. Dr. Rolfe was

succeeded, in 1908, by the late Dr. Henry Lawrence Southwick, teacher, orator, lecturer, and, at his death, dean of Shakespearean interpreters in this country.

Throughout its history Emerson has been not a local but a national institution, its student body cosmopolitan, training and equipping for worthy and successful living hundreds of young men and women from all over the United States and from foreign countries.

Aims and Characteristics

The development of each student's intellect, of his creative powers and of his traits of leadership has always been the chief concern of Emerson College. As a means to this end the college places special emphasis upon stimulating and giving direction to latent artistic impulses.

To bring about this end the highly individualistic spirit of the institution has avoided in the past an over-formalized and over-standardized pattern and also has, in looking forward, allowed for and anticipated coming social needs. Years ago, Emerson began to equip its graduates to become useful citizens by adding to its program of education in effective oral expression a background of sound academic courses in the liberal arts and in professional teacher-training. The aim, therefore, is to prepare the student for service to society by so grounding him in an understanding of the arts and the humanities as to give him not alone the theory but also the practical training which will enable him to make his particular art-aptitude a profession.

At the same time the old Greek idea of a "sound mind in a sound body", which was part of the original conception of the founder, Dr. Charles Wesley Emerson, has not been forgotten. Indeed, from the very beginning of the institution education of the body has accompanied the education of intellect, emotion, and imagination. It is the belief of Emerson that this type of education best provides a foundation for the whole and perfect man.

Emerson stands today as a vocational college. It is unique in its appeal to those who wish education in a broad philosophy of art and the personal culture incidental to such training. It offers further a course of general education with strong emphasis on those professions related to the art and science of speech.

Location and Buildings

In 1933 the College moved into its new administration and classroom buildings at Beacon and Berkeley Streets, overlooking the Charles River and the Esplanade. Among the important features of these buildings are an enlarged college library, a soundproof radio broadcasting studio, a dance studio, and costume workshops.

The College in its new location is within easy walking distance of Emerson Hall, its modern, six-story residence for women students. The college residence is situated at 373 Commonwealth Avenue, in one of the best residential sections of the Back Bay. All regular students, except those residing at home, are required to live in the residence unless special exception is made by the Dormitory Committee previous to the beginning of the scholastic year.

The administration and classroom buildings are easily accessible from all railroads leading into the city and to subway connections. Within a short distance of the Public Gardens, the Museum of Fine Arts, theaters and Opera House, Symphony Hall, and the Public Library, the College is in the cultural center of Boston. The earnest student will find a liberal education in the literary, historic, and artistic advantages offered by Boston, aside from the special benefit to be derived from the course of study.

Requirements for Admission

Applicants for admission are required to present two or more testimonials of good moral character from persons of recognized standing. They must present certificates of scholarship and standing from the schools most recently attended.

For admission to the Freshman Class as a regular student, credentials must be presented from an accredited high school certifying to the equivalent of four years of work, equalling at least fifteen units in the academic subjects listed below. A preparatory unit of credit represents at least four recitations per week for a school year of not less than 32 weeks. Applicants satisfactory to the Committee on Admissions and who present fifteen units may enter the Freshman Class without condition, and if able to meet all requirements during the first semester will be considered as regular members.

Requirements for admission to the degree course are:

English	4	History	1
Languages	2	Elective	5
Mathematics			—
and Science	3	Total	15

Students of maturity and ability who have not fully completed high school requirements may be admitted conditioned in not more than two of the required fifteen points.

All candidates for entrance are required to present certificate grades in English. Any student deficient

in written English, irrespective of credits presented, will be required to take additional courses in composition.

Each matriculant is required to take a medical and physical examination upon entrance. The purpose of this examination is to determine the physical needs of the student, to direct training, and to record progress throughout the course. Certificates from local physicians will not be accepted in lieu of this examination, which is given without charge.

Forms for application for admission will be sent upon request.

Requirements for B. L. I. Degree

Fifteen units of credit above the eighth grade of approved secondary school work are required for admission to college standing. (See page 18.)

Requirements for graduation include completion of a minimum of 36 semester points per year, or 144 semester points for the four-year course. Of these 144 points, 60 shall be in academic, non-professional subjects. A semester point represents one clock hour of class recitation per week for a semester.

Of these 144 semester points, 40 must be in the major field, 24 to 36 in the minor field, and distributional requirements as follows: English 24; History and Social Science 6; Drama 8; Physical Training 7; Education and Psychology 6 to 9.

No candidate for the degree of Bachelor of Literary Interpretation will be allowed to graduate who

has not attained a grade above D or 65% in at least 96 semester points of college work. A graduation average of C or 75% is required of degree candidates. A student who at the close of the senior year lacks for the degree not more than six elective semester credits may make up the deficiency by attendance at the Emerson summer school. A student who fails a required course must repeat the course.

Advanced Standing

Graduates of other colleges may be allowed two years credit and thus be able to complete the course in two years. This is the minimum time in which the B. L. I. degree may be earned.

Students who have pursued advanced courses in speech and dramatics in professional schools of the first rank may also apply for advanced standing. In each instance the applicant is required to present acceptable credentials covering the work for which credit is asked, and may be required to submit to an examination before the Committee on Admissions.

Under exceptional conditions a student may, by carrying extra class hours during his course and by availing himself of Summer Sessions, complete the required work in three and one-half calendar years. Only students of maturity and high scholarship will be permitted, after a semester of attendance, to undertake the extra work involved in so intensive a course of study.

Optional Plans of Study for Degree

There are four optional plans of study for securing the degree of Bachelor of Literary Interpretation. On admission, the regularly matriculated student must choose one of the following plans consisting of a major and its allied minor:

I. Literary Interpretation major with English minor.

II. Literary Interpretation major with Education minor.

III. Literary Interpretation major with Physical Training minor.

IV. English major with Literary Interpretation minor.

The choice of plan may be changed at the end of the first year by those who wish to do so. With the consent of the Registrar, changes in concentration may be made at the end of the Sophomore year.

PLAN I

Major—Literary Interpretation			40
Requirements:	Oral Interpretation of Literature	6	
	History of Oratory	3	
	Speech Education in the United States	3	
		12	
Electives in Major Field		28	
Minor—English			36
Requirements:	Composition	6	
	History of Literature	6	
	Shakespeare	12	
Electives		12	

Distributional Requirements			27
Education		6	
General Psychology	3		
Educational Psychology	3		
History and Social Science		6	
Modern European History	3		
Electives	3		
Drama		8	
Expressive Action	8		
Physical Training		7	
Anatomy and Hygiene	3		
Freshman Gymnasium	no credit		
Soph. Gymnasium or Dancing	4		
Free Electives			41
			144

PLAN II

Major—Literary Interpretation			40
Requirements: Oral Interpretation of Literature	6		
History of Oratory	3		
Speech Education in the United States	3		
	12		
Electives in Major field	28		
Minor—Education			24
Requirements: General Psychology	3		
Educational Psychology	3		
History of Education	3		
Principles in Education	4		
Practice Teaching	6		
Methods in Major Field	5		
Distributional Requirements			45
English		24	
Composition	6		
History of Literature	6		
Shakespeare	12		

History and Social Science		6	
Modern European History	3		
Electives	3		
Drama		8	
Expressive Action	8		
Physical Training		7	
Anatomy and Hygiene	3		
Freshman Gymnasium	no credit		
Soph. Gymnasium or Dancing	4		
Free Electives			35
			144

PLAN III

Major—Literary Interpretation			40
Requirements: Oral Interpretation of Literature	6		
History of Oratory	3		
Speech Education in the United States	3		
	12		
Electives in Major field	28		
Minor—Physical Training			24
Freshman Gymnasium	no credit		
Requirements: Anatomy and Hygiene	3		
Soph. Gym. or Dancing	4		
Gym. Teaching Methods	3		
	10		
Electives in minor field	14		
Distributional Requirements			44
English		24	
Composition	6		
History of Literature	6		
Shakespeare	12		
History and Social Science		6	
Modern European History	3		
Electives	3		

Drama		8	
Expressive Action	8		
Education		6	
General Psychology	3		
Educational Psychology	3		
Free Electives			36
			144

PLAN IV

Major—English			40
Requirements: Composition	6		
History of Literature	6		
Shakespeare	12		
	24		
Electives	16		
Minor—Literary Interpretation			36
Requirements: Oral Interpretation of Literature	6		
History of Oratory	3		
Speech Education in U.S.	3		
	12		
Electives	24		
Distributional Requirements			30
History and Social Science		6	
Modern European History	3		
Electives	3		
Drama		8	
Expressive Action	8		
Physical Training		7	
Anatomy and Hygiene	3		
Freshman Gymnasium	no credit		
Soph. Gymnasium or Dancing	4		
Education		9	
General Psychology	3		
Educational Psychology	3		
Methods in Teaching English	3		
Free Electives			38
			144

Attendance

Students are expected to be prompt and regular in attendance at all classes. A record of attendance will be kept as a part of the student's permanent record. Students should understand that absences, even within the number of cuts allowed, involve a proportionate reduction in grade. Overcuts in a course necessitate an F grade which can be made up only by repeating the course. In case of total semester absences in excess of 18 the student will receive negative credits. Students on probation are allowed no absences from class except for certified illness.

In case of prolonged absence due to illness a conference should be arranged immediately with the Registrar upon return to classes and every possible adjustment will be made to permit the student to make up the time lost and re-enter his courses without loss of credit, subject to whatever fees may be required for make-up examinations.

It is hoped that parents and guardians will concur with the officers of administration in their opinion of the inexpediency of absences except for extraordinary reasons.

Probationary Standing

Any student whose semester average falls below C or 75% is placed on probation and his program of studies reduced for the following semester to a maximum of 15 semester points. As soon as the student is removed from probation, he may resume

the normal schedule of 18 semester points. Students on probation are not allowed full social activities or any absences from classes.

Dean's List

Any full-time student is eligible for the Dean's List whether classified as Freshman, Sophomore, Junior, Senior, or Special. To be placed on this list, it is necessary to earn a semester average of B plus or 88% and be specially recommended by officers of the Student Government Association for a high record in student activities, school spirit, general trustworthiness and responsibility.

Senior Standing

Except by special permission only members of the graduating class may elect courses scheduled as senior subjects. A candidate for the degree must have completed at least 18 semester points in senior work, 10 hours of which must be in the major field; 94 semester credits are required for full senior standing.

Graduation Honors

Graduation honors are awarded to Seniors who have attained an average of 88% covering their entire course of study. Highest honors are conferred upon Seniors whose general average has been 92% covering their entire course of study. Honors and highest honors are awarded at Commencement exercises.

The Curriculum, 1935-36

I. LITERARY INTERPRETATION

(a) Fundamentals of Oral Interpretation; Advanced Interpretation; Analysis of Interpretative Values in Literature; Principles of Expression; Public Reading; Story Telling.

(b) Vocal Technique; Phonetics; Assembly Singing; Choral Verse Speaking.

(c) Public Speaking; Argumentation and Debate; History of Oratory; Speech Education in the United States; Parliamentary Practice; Radio Broadcasting.

(d) Correction of Speech Disorders; Speech Pathology; Clinical Practice.

II. ENGLISH

Composition; Journalism; History of Literature; The Age of Shakespeare; Major Plays of Shakespeare; Eighteenth Century Literature; Nineteenth Century English Writers; American Literature; Literary Criticism; Greek Drama; Modern Poetry; Goethe.

III. DRAMA

Pantomime; Expressive Action; One-Act Plays; Children's Theater; Comparative Drama and Foreign Productions; History of the Theater in America; Theater Design; History of Costume; Costume and Scenery Workshops; Stage Make-up; Technical Directing; Dramatic Criticism; Radio Drama and Playwriting.

IV. HISTORY AND SOCIAL SCIENCE

Modern European History; Social Ethics; Comparative Religions; American Government; Modern Problems of Social Science; Philosophy and Civilization.

V. PHYSICAL TRAINING

Anatomy and Hygiene; Posture Training; Interpretative and Folk Dancing; Drama Dances; Fencing; Community Games and Dances.

VI. EDUCATION AND PSYCHOLOGY

General and Educational Psychology; Readings in Psychology; Psychology of Speech; Tests and Measurements; Mental Hygiene; Principles in Education; History of Education; Practice Teaching in Secondary Schools and in Community Drama; Auditorium Work; Teaching Methods in Interpretation, Voice, Public Speaking, High School English, Physical Education.

Tabulated View of Groups and Courses—1935-36

Freshman Year	Semester Credits	Sophomore Year	Semester Credits	Junior Year	Semester Credits	Senior Year	Semester Credits
I Oral Interpretation of Literature	6	I Advanced Interpretation	3	I Public Reading	4	I Public Reading	4
Vocal Technique	4	Principles of Expression	2	Story Telling	3	Phonetics	2
Fundamentals of Public Speaking	4	Introduction to Platform Art	2	Argumentation and Debate	6	Tone Values in Interpretation	2
II Composition	6	Oral Reading of Modern Poetry	2	Parliamentary Law	3	History of Oratory	3
Journalism	6	Vocal Technique	2	Radio Address	3	Speech Education in the United States	3
III Pantomime	6	Expressive Voice Culture	2	II Major Plays of Shakespeare	6	II Major Plays of Shakespeare	3
Theater Design	4	Assembly Singing	2	*Literary Criticism	3	Shakespeare Survey	3
History of Costume	3	Choral Verse Speaking	2	18th Century Literature	3	Browning and Ibsen	4
Costume Workshop	3	Advanced Public Speaking	3	19th Century English Writers	4	*American Literature	3
Fundamentals of Acting	2	II History of English Literature	6	*Contemporary Poets	3	*Goethe	3
IV Modern European History	3	Advanced Composition	6	Short Story Writing	2	III Comparative Drama	6
V Anatomy and Hygiene	3	*Greek Drama	3	III Children's Theater	4	Technical Directing	3
*Gymnasium		16th Century Literature	3	Scenery Workshop	4	History of the American Theater	3
VI *Collegiate Life		III One Act Plays	4	Expressive Action	4	Dramatic Criticism	2
		Stage Make-up	4	IV American Government	3	IV *Comparative Religions	3
		Expressive Action	4	V Community Games	2	Philosophy and Civilization	3
		IV *Social Ethics	3	Fencing	2	V Drama Dances	4
		Modern Problems in Social Science	3	Dancing	4	VI History of Education	3
		V Gymnasium	4	VI General Psychology	3	Community Drama	
		Dancing	4	Educational Psychology	3	Practice Teaching	6
				Principles and Methods in Education	3	Tests and Measurements	2
				Teaching Methods in Voice	2	Practice Teaching in Secondary Schools	4
				Community Drama		Readings in Psychology	2
				Practice Teaching	6	Teaching Methods in:	
						Interpretation	3
						Public Speaking	3
						Physical Education	3
						High School English	3
*No college credit.		*Not offered 1935-36.		*Not offered 1935-36.		*Not offered 1935-36.	

I. Literary Interpretation

A. *PLATFORM ART*

MR. CONNOR, MRS. BLACK, MRS. WILLARD, MRS. DuBURON, MR. SHAW, MRS. MAXFIELD

1. ORAL INTERPRETATION OF LITERATURE. (Textbook: The Evolution of Expression, Emerson.) Fundamental technique applicable to all forms of public address. Study of selections from the great orators, essayists, dramatists, and poets, illustrative of the principles of growth in oral effectiveness. Appreciation of the general principles of aesthetics and correlation of oral interpretation with other arts. A philosophy of expression in which emphasis is placed upon development of the creative powers of the individual. Through this distinctive method teachers may gain a good working knowledge for use in their own classrooms. [First year and summer session.]

2. ADVANCED INTERPRETATION. Drill on the progressive steps of advanced criteria of expression. Expressive study of epic, lyric and dramatic poetry, with special reference to the needs of the interpreter. Critical analysis. Review of work and progress of the individual student. Personal criticism and guidance. [Second year.]

3. PRINCIPLES OF EXPRESSION. (a) In interpretation and (b) in voice. Lectures upon the order of development of the powers of the human mind. The principle of evolution as illustrated in the history of art; significance of the "colossal," "effective," "realistic," and "suggestive" periods in art; laws of evolution as applied to the development of the powers of the orator; methods of developing these powers pedagogically considered. Lectures upon personal development through expression. [Second year.]

4. INTRODUCTION TO PLATFORM ART. A background course for training the student in selecting, classifying and analyzing literature in its adaptation to platform use. [Second year.]

5. ORAL READING OF MODERN POETRY. This course provides opportunity for student interpretation based upon

appreciation of literary values. Modern poetry will be the medium. [Second year.]

6-7. PUBLIC READING. How to select and abridge material and arrange programs for public reading. Standards of interpretation. Practical application of technique. Preparation and presentation of programs for special and general occasions. Detailed study of the monologue. The art of impersonation in play reading. The lecture recital; dramatization of novels; lyceum numbers. Programs of classic literature. [Third and fourth years.]

8. NEW TYPES OF PLATFORM ART. The mono-drama; the lecture; the lecture-recital; modern techniques in play-reading. Special problems of the lecturer and the entertainer. A study of audiences and of material suitable for platform use. Adaptations of novels and plays. [Summer session.]

9. STORY TELLING AND CHILDREN'S LITERATURE. Lectures on the purpose of story telling and selection of material; adaptation of stories and the art of telling the story; individual training in the interpretation of the story. Opportunities for practice will be provided in connection with social settlement activities, school and library centers. [Third year.]

10. TEACHING METHODS IN INTERPRETATION. [See Page 45.]

B. *VOICE*

MR. KENNEY, MRS. MAXFIELD

1. PHONETICS. Analysis of English pronunciation; anatomy and physiology of the vocal organs; drill on the fundamental phonetic sounds and diacritical marks; comparison between English and American dictionaries; study of the correct use of the organs of speech in formation of these sounds; practical application of these sounds in oral reading. [Fourth year.]

2-3. VOCAL TECHNIQUE. Physiology and hygiene of the voice; fundamental conditions of voice production; relation of voice to the nervous system; breath control; development of resonance; placing of tones; purity, tone projection; flexibility; compass, smoothness; power and brilliancy of tone; eradication of faults in use of voice. [First and second years and summer session.]

4. TONE VALUES IN INTERPRETATION. Personal work in interpretation from a voice standpoint. Based on the development of the voice as taught in Courses I B 2-3, with criticism and discussion. [Fourth year.]

5. EXPRESSIVE VOICE CULTURE. Voice as an interpreter of mental states; tone color and form; sympathy; beauty; relation of voice to imagination and emotion. [Second year.]

6. ASSEMBLY SINGING. General outline and drill in methods and essentials in mass singing and chorus organization. [Second year.]

7. CHORAL VERSE SPEAKING. This course will concern itself principally with the conduct of the adult verse-speaking choir. Choral verse speaking means the speaking by a group, either as a whole, antiphonally, by small groups within the whole, or by soloists and chorus, of poetry particularly adapted for unison speech. The types of verse are for the greater part of an objective rather than a subjective nature. Ballads, with their virile qualities and peculiar structure of oft-repeated refrains, and Greek choruses, are particularly suited to this type of speech activity. Origin of choral speech and its place in the speech program. Qualifications of the teacher of choral speech. Refrains, antiphonal speaking, part or group speaking, sequence individual speaking, unison speaking. Conduct of adult choirs. Anthologies of suitable poetry. [Second year and summer session.]

8. THE RADIO VOICE. Special drill to secure the best pitch for radio broadcasting. Voices too high or too low will be corrected so far as possible. Careful check on common errors, such as bad sibilants and weak final consonants. Particular attention will be paid to developing easy, natural delivery, free from "gushing" or personal peculiarities, in reading continuity. [Summer session.]

9. TEACHING METHODS IN VOICE. [See Page 45.]

C. *PUBLIC SPEAKING*

PRES. ROSS, MR. SHAW, MR. DEMETER, MR. EDES, MR. HIGGINS

1. FUNDAMENTALS OF PUBLIC SPEAKING. Extemporaneous speaking; occasional speaking; discussions upon cur-

rent events and topics from history, biography and literature; outlining, arrangement and analysis; post-prandial speaking; delivery of original orations. [First year.]

2. ADVANCED PUBLIC SPEAKING. Open to students who have completed Course I C 1. Forensic oratory. Principles of forensic delivery; application to the preparation of school orations and declamations. Practical drill in assigned material. Theory and practice in composition and delivery of speeches. A course for teachers of speech, lecturers, preachers, lawyers and other public speakers. Analysis and criticism. [Second year.]

3. PRINCIPLES OF ARGUMENTATION AND DEBATE. Methods of preparation; analysis; brief-making; practical debating. [Third year.]

4. PARLIAMENTARY LAW AND PRACTICE. This course offers a thorough and systematic study of parliamentary law and procedure, and prepares one to become an able presiding officer and skilled parliamentarian. Detailed instruction is given in the methods of organizing and conducting meetings. Every motion likely to arise in a meeting is treated as to its object and effect, when it can be made, whether it can be debated or amended, and what other motions can be made while it is pending. Actual experience in conducting meetings and applying the rules of order are embraced in the course. It includes constant drills and practice, every student being called upon to preside and participate in the proceedings. Amendments, committee work, privileged motions, points of order, appeal, nominations, elections, by-laws and other proceedings are fully treated. [Third year.]

5. RADIO ADDRESS: THE TECHNIQUE OF BROADCASTING. Microphone practice. A comprehensive course for all who wish to enter the radio field. Lectures on the history of radio; the Federal Radio Commission. Comparison of broadcasting technique in Europe and America; who pays for the radio in America. Programs—sponsored and sustaining; how a program is planned. Opportunities for women in radio. What radio needs for talent; auditions. Radio's future. The art of announcing. Special features of the course will include broadcasting demonstrations by students and a visit

to a broadcasting studio. [Third year and summer session.]

6. History of Oratory. Lectures upon the lives and times of great orators from Demosthenes to the present. A critical study of famous orations. [Fourth year.]

7. History of Speech Education in the United States. A survey of the history of speech education from Colonial days to the present time. Special attention will be given to the comparative methods of speech education as presented by outstanding teachers and schools of speech. [Fourth year.]

8. Modern Techniques in Public Speaking. This course is designed to aid the student to succeed in those practical situations in which he is called upon to speak in public. The study of speech theory is concerned mainly with those basic psychological factors which affect effective public speaking in all situations. The practice work in public speaking is done in each student's own field of interest. During part of the course the class functions as a forum, thus giving experience in parliamentary procedures as well as opportunity for practice in extempore speaking. [Summer session.]

9. Teaching Methods in Speech. [See Page 45.]

D. *CORRECTION OF SPEECH DISORDERS*

MR. ROBBINS, MR. KENNEY, MR. HIGGINS

1. Elementary Speech Pathology *(Lalopathology)*. Designed for parents and teachers who wish to help their children or their students who are handicapped with speech defects; and required of all students planning to enter the field of speech correction. Phonetics and elementary psychology must precede or accompany this course. Classification of disorders of speech, causes of speech defects, diagnosis of speech defects, prevention of speech defects, ways of making recitations less embarrassing, treatment of such articulatory speech disorders as delayed speech, cluttering, lisping, cleft-palate speech, stammering in young children. [Summer session.]

2. Speech Clinic. Open only to those taking the course in Elementary Speech Pathology. Practical experience

in the speech clinic of the Massachusetts General Hospital, and other local clinics, in treating delayed speech, cluttering, lisping, cleft-palate speech, and stuttering, under the supervision of the instructor. [Summer session.]

3. PHONETIC SPEECH DISORDERS. This course has special application to the teaching of reading and pronunciation in the grades. Emphasis will be laid on adjustment of the speech organs for the correct articulation of the elements of speech, vowels and consonants. Production of the sounds resulting from these adjustments. Action of the speech organs in the production of speech sounds in English as spoken in America. International Phonetic Symbols will be taught and Webster's International Dictionary used as authority for pronunciation. [Summer session.]

II. English

DR. ROCKEL, MRS. BLACK, MRS. MAXFIELD, MR. CONNOR, MR. CHIPMAN

1. COMPOSITION. Weekly drills, study of principles, class discussions, writing of themes, corrections and criticism, acquirement of vocabulary. [First year.]

2. ADVANCED COMPOSITION. A continuation of the work of the Freshman year, intended to develop some critical judgment and power in literary expression. [Second year.]

3. JOURNALISM. Lecture course in news and feature writing for modern newspapers, combined with practical training through the Emerson Press Club whose members are assigned as actual correspondents for the College on various Boston and out-of-town papers. Special lectures from time to time by well-known writers of news and fiction. [First year.]

4. HISTORY OF ENGLISH LITERATURE. The development of the language and discussion of outstanding writers. The main stream of English literary expression, with considera-

tion of forms and their growth. The epic, the lyric, the novel, the essay. [Second year.]

*5. GREEK DRAMA. Of the four masters of tragedy, three were Greeks. Their works still maintain the vigor and penetration that compel enthusiasm and wonder. The origins and structure of this type of drama, the problems of presentation, and the poetic and philosophic qualities will be presented in lectures. [Second year.]

6. SIXTEENTH CENTURY LITERATURE. An introduction to the study of Shakespeare, stressing the mood of the era and its transition to the Jacobean view of life. The prose: Essays, Utopias, romance. The poetry: Lyric, narrative, dramatic. The stage: Dramatic origins, technique of the Elizabethan stage, limitations of the Elizabethan playwright, the Elizabethan audience, patronage of literature, outstanding playwrights, Shakespeare in relation to his contemporaries. [Second year.]

7-8. MAJOR PLAYS OF SHAKESPEARE. Detailed study of the masterpieces of Shakespearean literature, including The Tempest, Julius Caesar, Midsummer Night's Dream, Othello, Twelfth Night, Winter's Tale, Hamlet, Romeo and Juliet, Taming of the Shrew, As You Like It, Henry IV. Prerequisite: Course II 6. [Third and fourth years.]

9. SHAKESPEARE SURVEY. The man and his work; his apprenticeship, technical development, mastery, poetic and dramatic elements, masterpieces. Prerequisites: Courses II 6-7-8. [Fourth year.]

*10. LITERARY CRITICISM. Appreciation and estimates of literature; poetry as a fine art; consideration of prose forms; purpose of literary criticism; canons of taste; aesthetics and hermeneutics. Study of Kipling; critical and interpretative. [Third year.]

11. POETS AND PROPHETS OF THE 19TH CENTURY. First semester: Carlyle, Ruskin, Wordsworth, Tennyson and others. A study of these poetic thinkers in the light of present day problems and the modern interpretation of life. Intensive study of such representative works as Sartor Resartus, Past and Present, Lectures on Art, Modern Painters,

* Not offered 1935-36.

Unto This Last, Lyrical Ballads, narrative poems, sonnets, Idylls of the King, and lyrics. Second semester: Study of Dickens as author, artist, humanist. [Third year.]

12. BROWNING AND IBSEN. The class work will involve recitals and oral discussions with written reports on collateral readings from the writings of Shelley, Rossetti, Bergson and William James. [Fourth year.]

*13. AMERICAN LITERATURE. Studies in the nature and development of intellectual life in the United States, as revealed in our literature. The Colonial outlook and the beginnings of the national literature. Nineteenth century achievement. Special consideration of modern trends and their origins. The critical and analytical mood of the present day and its relation to the scientific method. [Fourth year.]

*14. GOETHE. Life and works of Goethe, with an analytical study of Faust. [Fourth year.]

*15. MODERN AND CONTEMPORARY POETRY. Special attention to the work of Hardy, Meredith, G. M. Hopkins, Yeats, Walter de la Mare, Robinson, Frost, and Jeffers. This course will give some time to metrics and poetic values. Optional practice in verse forms and meters. [Third year.]

16. ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY. The Ages of Queen Anne and Samuel Johnson, with some attention to the beginnings of the English novel, and the rise of romanticism as a preparation for an understanding of the currents in the mainstream of early nineteenth century poetry. The reading requirement will be large. Only those prepared to read widely in the literature should elect this course. [Third year.]

17. SHORT STORY WRITING. A study of the technique of writing short fiction, with emphasis to be laid more upon production than upon dogmatizing about methods. A course open only to those who have a definite urge to write, and some promise. Consent of instructor needed to join. [Third year.]

18. TEACHING METHODS IN HIGH SCHOOL ENGLISH. [See page 45.]

* Not offered 1935-36.

III. Drama

MRS. KAY, MR. HALL, MRS. DuBURON, MR. BURNHAM, MRS. LEVILLAIN, MRS. PUFFER, MR. CONNOR, MR. SHAW, MR. BEAL

†1. PANTOMIME. Fundamental principles of bodily and facial expression; correction of defects and mannerisms in bodily expression; study of emotion in its effect upon gesture; lyric action; writing and production of original pantomimes. [First year.]

†2. ONE-ACT PLAYS. Study of English, Irish, Continental and American one-act plays. A practical course in both acting and directing. Principles of stage technique will be stressed; stage turns, crosses, exits, entrances. Correct deportment for stage and platform work. Continental etiquette. Special lecturers. [Second year.]

†3. CHILDREN'S THEATER. Production of children's plays; adaptation of plays, coaching, designing and costumes. Correlates with Scenery and Costume Workshop, III 7-9. [Third year.]

†4. COMPARATIVE DRAMA. Early English dramatic forms; liturgical and miracle plays; mysteries and moralities. Elizabethan drama. One yearly revival performance of early drama. First semester. Complete study of modern foreign productions. Analysis and criticism of dramatic projection from the mid-Victorian to the stylized German, French and Russian presentations today. Rehearsals and productions of typical scenes. Second semester. [Fourth year.]

5. STAGE MAKE-UP. A comprehensive and practical working knowledge of the art of theatrical make-up. Theory and practice; its relation to dramatic art and impersonation. [Second year.]

6. THEATER DESIGN. An elementary course in the principles of design and fundamentals of good taste, with chief emphasis on its application to the stage. Sketching; to be able to express ideas simply but readably in sketches.

† This course requires laboratory fee. See page 64.

Elementary perspective drawing of stage sets. Working to scale in floor plans and models. Enlarging from sketches, and the design and execution of stencil and pounce patterns. [First year.]

7. Scenery Workshop. Construction and painting of scenery. A course of practical execution, augmented by study of the technical features of the modern stage and methods of staging. Papier maché work; construction of properties. Scenic dry color and the various methods of "texturing" and flameproofing scenery. [Third year.]

8. History of Costume. A survey of the major trends of historical costume, including emphasis on contour, color, fabric, line, draping, decoration, and accessories, for the purpose of adaptation to the needs of dramatic production. Methods of costuming; wearing of costumes. Bibliography. [First year.]

9. Costume Workshop. Students are given six major assignments during the course, each requiring actual design and execution of the costume, either original or adapted from designs provided; and minor assignments in making such properties as may be needed for Children's Theater and other performances. [First year.]

10. Technical Directing. To give the student an intelligent understanding of the technical problems of stage production, and opportunity to learn its many details. Stage management, preparing the working script. Making floor plans, property and lighting plots. Lighting and stage lighting equipment; the purposes and uses of the various units and types of equipment. The fundamentals of electricity. Color, in pigment and light, and the effects of light on scenery, costumes and make-up. [Fourth year.]

11. History of the American Theater. A survey of our theater from its simple beginnings to its present complex organization. This course is designed to familiarize the student of drama with great personalities of the American theater—producers, playwrights, actors, actresses, managers—and their influence and contribution to the stage as we know it today. [Fourth year.]

12. Expressive Action. (a) Posture, poise and carriage; parts of the body as dramatic agents; the body in character delineation; effect of emotion on the body; dramatic exercises for co-ordination of mental, physical and vocal response; mechanics of stage movement. The Emerson System of Physical Exercises aiming for strength, freedom, ease, grace and rhythm of movement as a preparation for truthful, spontaneous bodily expressiveness in dramatic action. (b) Elementary gesture. Responsive drill to establish ready co-ordination between mind and body; the distinction between the gesture of spontaneity and that of calculation; the physiology of gesture; the psychology of gesture; the technique of gesture. Correlation of the study of dramatic action with the principles of vocal expression. [Second year.]

13. Advanced Expressive Action. (a) Presentation of scenes from classical and modern plays for analysis of fundamental principles of physical activity, visual characterization and emotional expression. Prerequisite: Course III, 12 (a). (b) The art of gesture. Classification of gestures from their specific service to the text. The study of gesture in relation to the forms of literature, classified according to their dramatic significance in oral interpretation. Critical discussion by the class of method and gestures used in the presentation of dramatic text. [Third year.]

14. Dramatic Criticism. The course will include lectures upon the theory of dramatic criticism, together with practical work in criticising. Emphasis will be placed upon the actor's relation to the critic, and the critic's relation to the work of the actor or producer. An attempt will be made to show the value of a knowledge of the art of criticism as an aid to cultural development. [Fourth year.]

15. Fundamentals of Acting. Outlines of impersonation and character study. Plays cast and rehearsed. [First year.]

16. Radio Play Writing. Students will be taught the technique of practical radio script writing. Special instruction will be given in writing original radio plays, adapting short stories, and preparing all kinds of radio continuity. Besides class lectures, there will be individual conferences

with students. All continuities written by students will be tried out over the studio microphones. The instructor will use every effort to assist students to market any continuities of outstanding merit. [Summer session.]

17. ACTING AND PRODUCING. Practical training in the arts and mechanics of play producing. Principles of acting, character study, stage technique.

All classes will be held on stage and in the auditorium of the Peabody Theater. The class work will consist of formal instruction and daily rehearsal under the director. The group is limited to 20 members. Two full-length plays will be cast, rehearsed, and produced publicly. Each member, therefore, will have opportunity to appear under professional conditions, before public audiences. Enrollment limited. [Summer session.]

18. MODERN DRAMA. A study of representative plays from the standpoint of the dramatist. Special attention will be given to plot structure, characterization, and production problems. The course is intended for those who desire a working dramatic knowledge of a wide range of modern plays. [Summer session.]

IV. History and Social Science

DR. McKINLEY, MRS. SOUTHWICK, MR. DEMETER, MR. BLISS

1. MODERN EUROPEAN HISTORY. A survey of the political, social and cultural development of the European states from 1789 to the present time. Lectures, required readings and discussions. [First year.]

*2. SOCIAL ETHICS. Manners; social problems of moral implications; personal growth. [Second year.]

3. AMERICAN GOVERNMENT. A study and appreciation of our political institutions. The rights, duties and privileges of American citizenship. [Third year.]

*4. COMPARATIVE RELIGIONS. Study of the moving forces of the great religions of the world, including the ancient religions of Egypt, Babylonia, India, China, Persia,

* Not offered 1935-36.

Greece, Rome, Arabia, and Palestine. The modern world in its attitude toward religious motives and meanings. [Fourth year.]

5. MODERN PROBLEMS IN THE SOCIAL SCIENCES. An orientation course designed to acquaint the student with the fundamental principles, terminology and most useful literature in the fields of economics, government and sociology. Basic theory is studied by direct application to urgent contemporary problems so that the student gains a knowledge of current events as well as the ability to make practical use of his knowledge.

Productive organization; money and banking; international trade; depressions and panaceas; wages and labor; democracy, Communism, Fascism; municipal government; lobbies and pressure groups; the modern family; the modern woman; population; national income; standards of living; social insurance. [Second year.]

6. THE INFLUENCE OF PHILOSOPHY ON CIVILIZATION. A summation of the service of philosophy to our lives. The idealism of Plato and the scientific mind of Aristotle will be considered. Significant formative influences in succeeding ages: religion in medieval thought; orientalism in the Renaissance; the corrective value of Voltaire; the novum organum of Bacon; the educational influence of Herbert Spencer. Lectures on Kant, Hegel, Spinoza, and among the moderns Bergson, James, and Ralph Waldo Emerson. [Fourth year.]

V. Physical Training

MISS RIDDELL

1. ANATOMY AND HYGIENE. The skeleton and its articulations; muscular system; applied law of muscular activity as related to physical training. The hygiene of the circulatory system; digestion; nervous system. [First year.]

*2-3. EDUCATIONAL GYMNASTICS. (a) Posture training, marching, rhythmic marching, and simple floor exercises. In this course the student is taught first of all the meaning of correct postural balance as the foundation of

*See footnote Page 43.

all body work. Practice is closely related to the analysis of movement discussed in the course in anatomy. Effort is made to teach the meaning of localization of motor control. [First year.] (b) Advanced posture work and marching. [Second year.]

*4-5. Interpretative and Folk Dancing. (a) The proper classical foundation of dancing is taught, and exercises for feet, body, and arms given progressively. Students are required to take the posture training course in Educational Gymnastics (V 2) as a preliminary. Special dance rehearsals in connection with Children's Theater performances. [Second year.] (b) Bar exercises, advanced technique, and, later, Greek dancing is the development of this course. Talent for self-expression in interpretative or pantomimic dancing is eagerly watched for. An attempt is made to foster a feeling for all that is good in music. [Third year.]

*6. Drama Dances. Analysis of rhythms; original compositions. The dramatic idea embodied in dance forms. Group work. [Fourth year.]

7. Community Games and Dances. The aim of the course is to present recreational material which will be useful in community leadership, either in playground or settlement work. Child rhythms, easy song dances and games. Folk and simple national dances and more highly organized games. [Third year.]

8. Fencing. The fundamental positions and some of the movements of defence and attack. [Third year.]

9. Teaching Methods in Physical Education. [See Page 45.]

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* Costumes for gymnasium and dancing *should not* be purchased before coming to the College, as a uniform is required. This is purchased through an agent of one of the Boston shops and measurements are taken at the College. Dancing costumes are made under the direction of the department of costume design. The gymnasium fee of $5.00 includes cost of lockers and showers.

VI. Education and Psychology

MR. HIGGINS, MR. CONNOR, MR. KENNEY, MR. SHAW, DR. ROCKEL, MRS. KAY, MISS RIDDELL, MRS. SHAW

1. General Psychology. General empirical psychology from a thoroughly modern point of view. Emphasis on human dynamic psychology and problems of personality and human nature. A survey of systematic and experimental psychology. Purposivism and behaviorism contrasted. Applications of psychology to individual education and development. Works of McDougall, James, Watson, Titchener, Cannon. [Third year.]

2. Child and Educational Psychology. Open to those who have completed VI 1. The development of healthy emotional attitudes through mental hygiene. The child's innate capacities and their development. Individual differences, influences of heredity and environment on development, psychological testing and experimentation. Genetic and adolescent psychology. Retarded, abnormal and psychopathic child studies. The following authors are studied: Koffka, Köhler, Watson, Adler, Freud, Gesell, Fenton, Lundholm. [Third year.]

3. Tests and Measurements. A study of intelligence, achievement and aptitude tests, their significance and use in classification, diagnosis and guidance. Open only to a few seniors selected by the instructor on the basis of past work in education. [Fourth year.]

4. Readings in Advanced Psychology. Independent reading and an intensive study of some one phase of the field of psychology of special interest to the student. Open only to seniors having the approval of the instructor. [Fourth year.]

5. History of Education. Educational theories and systems from antiquity to the present day; the principal educators of each period; the influence of social and political conditions on education; educational aims and values; themes. [Fourth year.]

6. PRINCIPLES AND METHODS IN EDUCATION. Objectives in education; the study of the curriculum. Examination of current educational movements. The recitation; program making; discipline; motivation; tests; teaching techniques. [Third year.]

7. TEACHING METHODS IN INTERPRETATION. Theory course in the pedagogic principles of the Evolution of Expression. Aims and methods of teaching literary interpretation in grade and high schools. Organizing the course; lesson plans and outlines. Observation and controlled practice teaching. Prerequisite, six semester points credit in Oral Interpretation of Literature, Course I A 1, or permission of instructor. [Fourth year.]

8. TEACHING METHODS IN VOICE. Emphasis on the application of the principles of vocal technique in practical voice building for the student of oral expression. How to approach the correction of the commonest faults and defects of speech in the classroom. Study of the problems of hesitancies in speech. The physiology of the vocal organs. Reviews, written reports and discussions of current and standard writings on vocal methods. [Third year.]

9. TEACHING METHODS IN SPEECH. Organization of fundamental courses for high school and college; preparation of the teacher; lesson plans, course outlines; department organization; textbooks and aids in teaching. The various phases of instruction in speech, including public speaking, debating, interpretation and dramatics, together with the tools of speech, are correlated to meet the needs of secondary schools as well as colleges. [Fourth year and summer session.]

10. TEACHING METHODS IN HIGH SCHOOL ENGLISH. A comprehensive survey of materials and methods used in teaching the high school course, and planning the curriculum in English. [Fourth year.]

11. TEACHING METHODS IN PHYSICAL EDUCATION. The aim of this course is to give the student a general survey of the field of Physical Education, to discuss program planning, and to analyze movements. There is also some practice in teaching. [Fourth year.]

12-13. COMMUNITY DRAMA PRACTICE TEACHING. The course in Community Drama includes one period of lecture work or class demonstration and two hours of laboratory work in neighborhood centers. The nature of the laboratory work will be determined by the ability and needs of each student. (a) First semester. Survey of conditions in neighborhood and community centers. Study of methods of approach, club organization and development. Value of special plays, stories, oral dramatics and technique for use in Community Drama. Second semester. Study of the technique of Community Drama and its application to camps, churches, schools, and neighborhood centers. Choice and adaptation of material, interpretation and production. [Third year.] (b) First semester. Advanced study of the technique of Community Drama and its application to camps, churches, schools, and neighborhood centers. Special problems in play producing. Choice and adaptation of material. Production by the student director of one-act plays of different periods, styles and types. Second semester. Organization of communities for masque or pageant production. Study of the masque, the pageant, and the festival in relation to the community development. Little Theater and Civic Theater productions. Study of folk plays. [Fourth year.]

14. PRACTICE TEACHING IN SECONDARY SCHOOLS. Practice teaching is open only to seniors and to graduate students. Prerequisites are Child and Educational Psychology, Principles and Methods in Education, and a special methods course in the subject in which the practice teaching is done. [Fourth year.]

15. COLLEGIATE LIFE. Required orientation course for Freshmen. Designed to articulate the college curriculum with that of the secondary school. Problems of study and living. No credit. [First year.]

16. AUDITORIUM WORK IN THE PLATOON SCHOOL. This course consists of lectures on the philosophy, value and organ-

ization of the auditorium work as it has been worked out in the so-called platoon school; a study of the qualifications of the auditorium leader and the work of the training teacher; a study of the correlation of auditorium work with the entire school curriculum; the planning and execution of suitable programs for the auditorium. [Summer session.]

17. Elementary Mental Hygiene. This course is designed to aid teachers and parents to discover the bases of emotional and personality problems of childhood and adolescence, and to institute treatment. Both the social and physical factors involved in personality development in childhood and adolescence are discussed frankly and objectively. Although the course deals with abnormalities and serious behavior problems it also includes in its subject matter the problems which arise in the ordinary course of education. [Summer session.]

18. The Psychology of Persuasion. This course includes a survey of the findings of applied psychologists in all fields of human endeavor to the problem of influencing human behavior. An application of these findings is made to persuasive speaking. Special attention is given to the psychology of influencing those who are strongly prejudiced. The practical application of these psychological techniques in speaking to prejudiced people is demonstrated in the presentation of addresses to highly prejudiced audiences upon interesting, timely topics. [Summer session.]

Accreditation and Preparation for Teaching

"The State Department of Education in Massachusetts has adopted no standards for accrediting collegiate institutions. Institutions seeking authority to confer degrees must first obtain the recommendation of the department and such institutions as have been given the right to confer degrees and which offer training suitable for the preparation of teachers of the public schools are accredited by the department." — Bulletin, "ACCREDITED HIGHER INSTITUTIONS," U. S. Department of the Interior.

Emerson College is permitted under legislative act to confer degrees and its graduates are teaching in the public schools of Massachusetts.

Emerson College is on the approved list of the Boston School Committee.

The College Placement Bureau secures each year appointments for graduates as teachers of literature, oral English, speech, dramatics, voice, and physical education in schools and colleges all over the United States and Canada. Agencies and institutions desiring teachers will be put in communication with eligible candidates on application to the Placement Bureau.

Other Vocations

Next to teaching, probably some form of social service or dramatic leadership attracts the largest number of graduates. Many are engaged in the radio profession. Some turn to stage or platform; others to journalistic or creative writing. Even in business, Emerson graduates make contributions as directors of speech training courses in large stores or industrial plants, as personnel workers, and as dramatic directors.

Graduate Study

Holders of the B. L. I. degree whose undergraduate work has been of acceptable standard may be admitted to graduate schools with full standing toward the degrees of Master of Arts or Master of Education. A student who is planning on graduate study should arrange special conferences with the head of his department and the Registrar when planning undergraduate work.

Special Students

Applicants who, instead of taking the regular prescribed courses for graduation, desire to pursue elective studies as "special students" will be required to give satisfactory evidence that they are qualified to sustain themselves in the classes which they desire to enter, and that they have attained a grade of scholarship equal to the average standing of the regular students in those classes. Special students are subject to all the regulations of the college, and the same scholastic requirements for admission.

Under exceptional circumstances, however, as for example applicants from foreign countries, or persons of maturity and attainment, certain students may be admitted for specific aims and purposes.

Recognizing the particular need of business and professional men and women for intensive periods of specialized training in self-expression as applied to their respective professions, Emerson College provides certain class opportunities. Groups are organized from time to time during the college year and mem-

bers of the faculty give instruction and drill applicable to their individual problems.

Evening Courses

Classes in the evening division will open on October 14 for a term of fifteen weeks. Credit for these courses may be applied toward the B.L.I. degree. The following subjects will be offered in 1935-36:

Radio Announcing for men.
Fundamentals of Pleasing Speech.
Better Speech for Business Women.
Special class for men in Public Speaking.
Dramatics.
Public Reading.
Voice and Diction.

Saturday Courses

Teachers and other qualified students who wish to enroll for study on Saturday mornings will find a variety of subjects both elementary and advanced. The classes will open September 28. All courses offer credit toward the degree.

Special Opportunities in Drama

Students of special abilities who desire intensive training for one year in acting, directing, little theater work, community dramatics, stage design, may be accepted without reference to requirements for the degree. Courses listed in the Drama Department will be found on page 38. These students will make up

a special program of studies under the advice of the Registrar, and must demonstrate ability to keep up to the standards of each class.

In addition to courses listed in the Drama Department certain fundamental and supplementary work in other departments may be recommended.

Summer Session, 1935

July 8-August 16

MR. SHAW, MR. CONNOR, MR. KENNEY, MR. EDES, MRS. SHAW, MR. WHEELER, MR. ROBBINS, MR. HIGGINS

In the Summer Session of 1935, Emerson College institutes a new department in the correction of speech disorders.

This department is open to college graduates, teachers in service, parents, and other qualified adults. Students holding Bachelor's degrees will be recommended for a Certificate of Capability to practice in the field of Speech Correction, issued by the American Speech Correction Association. The work will include class instruction, mental tests, clinical practice at the Massachusetts General Hospital, and other centers, and original research, all conducted on the level of graduate study. Requirements for the complete course are 32 semester credits followed by a thesis. The course will be offered in four successive summers, under the direction of Samuel D. Robbins, Secretary of the American Speech Correction Association.

The general curriculum of the Summer Session is especially arranged for the benefit of those who are unable to pursue the four year course leading to

the degree, but who desire special preparation for platform or classroom needs. The session of 1935 offers a Summer School of Broadcasting with courses in The Technique of Broadcasting, Radio Writing, and The Radio Voice. These are under the direction of Mr. Arthur F. Edes, program director of Station WEEI, Boston. Special work in Theater Training will be given on the stage of a Boston theater where plays will be rehearsed and produced before Boston audiences. General courses in speech education include: Phonetics, Choral Verse Speaking, Vocal Technique, Modern Drama, Public Speaking, Literary Interpretation, Methods of Teaching Speech, and Auditorium Work.

Subjects completed in the Summer Session may be credited in the regular course toward the degree of Bachelor of Literary Interpretation. Credit will be allowed only for complete units.

Advanced classes will be organized, and studies so arranged that those who attend during successive summers may follow progressive courses and enter upon new work from year to year.

Boston is a Mecca for summer visitors; its places of historic interest, its libraries and museums, its literary associations, its beautiful suburbs, its refreshing sea breezes, and the varied attractions of its harbor excursions bring thousands of pilgrims from all parts of the country. A definite program of sightseeing and week-end trips for Emerson summer students is announced at the opening of the term.

Dramatic amusements and social events have also their place. Interpretative recitals are often given

by faculty members and members of the dramatic classes present plays.

For further information and special Summer Session catalog address the Director of the Summer Session.

Library

The Emerson College Library aims to provide books for study supplementary to the individual texts adopted for the various courses; to provide some recreational reading; and to add gradually to its collection of research and reference works. It is open five days of the week from 9 to 5, and on Saturdays from 9 to 2. It is both a reference and loan library and is in charge of a trained librarian. There is direct access to the shelves. Current periodicals, files of unbound plays and pamphlets, clippings, and pictures add to its efficiency. The library has had recently a substantial increase through donations, chief among these being the Walter Bradley Tripp Collection of nearly one thousand volumes, specializing in drama and other literature; the Henry Lawrence Southwick Loan Collection, specializing in the speech arts; and the George Brinton Beal Theatrical Loan Collection of over one thousand volumes on the stage and dramatic history and criticism.

The library is well supplemented by the Boston Public Library of more than a million volumes nearby. Early in the fall the librarian will conduct small groups of Freshmen through the Public Library, showing them how to use the catalog, reference hall, and various departments; she will also instruct them in the use of their own library.

Health

The Department of Physical Education functions to protect and improve the health of students throughout the entire course as well as to give instruction in the knowledge and development of the human body.

Physical training classes are held in a fully equipped, modern gymnasium.

Medical and physical examinations and photographic recordings of posture are given to every student at frequent intervals during the four years. Such examinations serve to discover any defects which may be injuring the student's health, and expert advice is given as to proper care. Emphasis is placed on correct posture as the basis of good health, and corrective exercises are given in the regular gymnasium courses.

The study of body mechanics and problems of hygiene helps the student to better understand her own body, and the various courses in dancing and gymnasium are aids to grace and vigor. The health report forms part of the student's permanent record.

Scholarships and Prizes

The Proctor Scholarship, established by Lydia Ellen Phoenix, '91.

The Charles Wesley Emerson and Susie Rogers Emerson Scholarship, established from the estate of Mrs. Charles Wesley Emerson in memory of her husband, the founder of Emerson College.

The Artists Recital Scholarship, established by Dr.

Henry Lawrence Southwick from the proceeds of the Artists Recital Course which was founded by him in 1900. This scholarship is awarded, when and if merited, for excellence in public dramatic interpretation.

The Charles Winslow Kidder Scholarship, established by Mrs. Charles Winslow Kidder in memory of her husband who was for twenty-five years Registrar of Emerson College.

The Henry Lawrence Southwick Scholarship, established by Dr. Henry Lawrence Southwick in his lifetime and awarded to a young man student for character, loyalty, and constructive influence.

The Phi Mu Gamma Scholarship, established by the Phi Mu Gamma sorority and awarded to a member of the Senior class.

The Walter Bradley Tripp Memorial Scholarship, established by the Menorah Society in memory of Walter Bradley Tripp, for twenty-five years a member of the faculty of Emerson College.

The Chinese Friendship Scholarship, established by vote of the Board of Trustees to promote friendship and understanding between the students of this country and of China.

The Emerson Club of Worcester Scholarship, established by Emerson alumni of Worcester, Massachusetts, and awarded to a Worcester student.

The High School Contest Scholarship, established by vote of the Trustees and offered to any winner of an inter-high school public speaking or dramatic contest in which three or more high schools participate.

The Maud Gatchell Hicks Scholarship, established

by the Zeta Phi Eta sorority, and awarded for excellence in acting to a participant in The Annual Massachusetts High School Drama Tournament.

The Issachar Hoopes Eldridge Citation, with or without stipend, established by Dr. Henry Lawrence Southwick in memory of Issachar Hoopes Eldridge, for nineteen years Treasurer of Emerson College, and awarded to Emerson alumni for character and service.

The President's Prize, established by Harry Seymour Ross, awarded to a member of the graduating class who "in character, personality, and quality squares with the Emerson ideal."

The Gertrude Binley Kay Community Drama Prize, established by Mrs. Gertrude Binley Kay for excellence and leadership in community service.

The Elsie Riddell Posture Ribbon, established by Miss Elsie Riddell and awarded to a member of the student body whose improvement in general posture and carriage is most marked.

The honor of May Queen is conferred by vote of the faculty and the Student Government Association on a member of the Junior class according to the Old English tradition of "ladyhood."

AWARDS 1935

Henry Lawrence Southwick Scholarship—
JOHN LAWTON, *Concord.*
Proctor Scholarship. . . . . NORA HALLISEY, *Brockton.*
Charles Winslow Kidder Scholarship—
HELEN MOOREY, *Bridgeport, Ct.*
Walter Bradley Tripp Memorial Scholarship—
EVA COHEN, *Taunton.*

Phi Mu Gamma Scholarship—
ERMA SOUTHARD, *Claremont, N. H.*
Charles Wesley Emerson and Susie Rogers Emerson Scholarship. . . DOROTHY GOODRICH, *East Weymouth*
Artists Recital Scholarship. . . . . Not awarded.
Chinese Friendship Scholarship—
LI KAI YING, *Canton, China.*
Emerson Club of Worcester Scholarship—
ALICE ADELSON, *Worcester.*
High School Contest Scholarship—
ELEANOR NADEAU *Rumford, Me.*
WILLIAM ARTHUR JONES, *Warwick, R. I.*
HERBERT SHAPIRO, *Sioux Falls, S. Dak.*
CARL LUNDQUIST, *Sioux Falls, S. Dak.*
ELEANOR KINCAID, *Joplin, Mo.*
DAVID GOLDBERG, *Bakersfield, Cal.*
RUSSELL BLACK, *Oklahoma City, Okla.*
MARY ANN PORTERFIELD, *Topeka, Kan.*
CAROLINE GROVES, *Webster City, Iowa.*
Maud Gatchell Hicks Scholarship—
DEBORAH PIKE, *Concord.*
Issachar Hoopes Eldridge Citation—
CHRISTINA I. MACCOLL, *New York City.*
President's Prize . . . . . LOUISE MONROE, *Melrose.*
Gertrude Binley Kay Prize . . . . . Not awarded.
Elsie Riddell Posture Ribbon—
ALLEE HAMILTON, *Wellesley.*
May Queen . . . . . HELEN MOOREY, *Bridgeport, Ct.*

Endowments and Funds

Loyal and generous friends and alumni of Emerson College are constantly adding to its invested funds.

These funds are held for the general purposes of the college or for special purposes indicated by donors.

In answer to inquiries as to the financial needs of Emerson, and how donations and bequests may best be made to serve these needs, the Treasurer has furnished the following suggested classification of gifts to the Endowment Funds:

First: *Unrestricted Endowment Funds*, with the principal to be invested and the income to be available for any needed purpose of the college as voted from time to time by the Finance Committee of the Trustees.

1. Entertainment Service and Commission Contribution Fund.
2. Founder's Day Fund.
3. Gifts from various Donors.

Second: *General Endowment Funds*, with the principal to be permanently invested and income to be available for any needed purpose of the college as voted from time to time by the Trustees; any income unappropriated in any year to be added to the principal.

1. Hallie Gelbart Reynolds Bequest.

Third: *Special Endowment Funds*, where, unless otherwise provided, the principal is to be permanently invested and the income to be used as directed by donors, or if not used to be added to the principal.

1. Lucille Hicks Loan Fund.
   For loans to assist worthy students.
2. Charles W. Kidder Scholarship Fund.
   For scholarships to assist worthy students.
3. Alice White DeVol Fund.
   For purchase of books for library, or payment

of other expenses necessarily incident to the maintenance of the college library.

Fourth: *Building Funds*, with the principal and income to be invested and accumulated, and the fund to be used only for the purchase or other capital expenses (but not for maintenance) of college buildings or real estate.

1. Endowment Association Building Fund.
2. William E. Chase Fund.
3. D. C. Trondsen Fund.
4. Jessie Eldridge Southwick Fund.

All gifts to the permanent funds of the college will be carried as unrestricted endowment funds unless the terms of the gifts indicate that they should be entered in some other category.

If further particulars are desired regarding specific needs, the Treasurer will gladly furnish information.

Thursday Lecture Course

1934-1935

JESSIE E. SOUTHWICK
The Art of Living

ALDEN G. ALLEY
What is Happening in Europe and What It Means to America

GRACE DAVIS VANAMEE
The Story of the American Academy of Arts and Letters

DR. HARRY KOZOL
Mental Health

DEAN A. H. WILDE
Graduate Study for the Teacher of Speech

HON. FRANK W. WRIGHT
Education and the Changing Social Order

HOWARD HIGGINS
Who Is Educated?

DEAN HERMON L. SLOBIN
The State University
REV. JOHN F. DOHERTY, S. J.
The Teacher's Responsibility
HAROLD F. LINDERGREEN
Art as a Vocation

Southwick Artists Recitals

In order to afford the students of Emerson College, as well as the Boston public generally, an opportunity to hear great dramatic masterpieces read by outstanding interpreters of dramatic literature, Dr. Henry Lawrence Southwick founded, in 1900, the Southwick Artists Recital Course. This course, the first of its kind in Boston, has continued in unbroken succession for thirty-five years. In order to stimulate and assist students of dramatic interpretation, proceeds from the course are offered as the Southwick Artists Recital Scholarship. This is conferred, when and if merited, upon a member of the student body whose public work warrants recognition. During the past season the following programs were presented:

FAUST ..... Jessie Eldridge Southwick
BOTH YOUR HOUSES ..... Grover Shaw
L'AIGLON ..... Ruth Southwick Maxfield
LADY WINDERMERE'S FAN ..... Agnes Futterer
MACBETH ..... Agnes Knox Black
BIRD IN HAND ..... Joseph Connor

Readers and Lecturers*

The constant demand for entertainers in Boston and vicinity gives opportunity for practice to prop-

*For information concerning material for platform reading address *The Emerson Quarterly*. [See page 61.]

erly qualified students. To meet this demand the Emerson College Entertainment Service was organized and makes bookings for readers and groups of entertainers. Students booked through the Entertainment Service receive not only valuable platform experience but substantial financial returns.

Recitals are held regularly throughout the year at the assembly period. These recitals test the progress of the student and afford additional opportunities for platform practice. In these public performances students gain actual experience in appearing before large gatherings.

Graduates are prominent before the public as readers, lecturers and radio entertainers.

Student Activities

Nineteen student organizations contribute to the student life of Emerson College. They include, besides the general Student Government Association and the four classes, six clubs, three religious societies, four sororities and one fraternity.

The Emerson Young Women's Christian Association takes an active part in bringing before the chapel assembly prominent pastors and religious workers. Devotional exercises are held frequently.

Emerson Publications

The *Emerson Quarterly* is a professional magazine devoted to the interests of teachers of oral subjects. It brings discussion and descriptions of what is happening in the field of speech and reviews of newest texts. Those interested in dramatics, stagecraft, public speaking, dancing, poetry, diction, or

literary interpretation will find in the *Quarterly* informative and helpful articles from leaders in these fields. Four numbers are issued during each scholastic year. Subscription $2.00 [See page 78.]

The *Alumni Bulletin,* sent free to *Quarterly* subscribers, chronicles the activities of Emerson graduates.

The *Emerson College News* records the various student activities and is sent free to graduates and friends of the college. It is published each month of the scholastic year.

General Regulations

A definite educational purpose on the part of all students is assumed. The college traditions stand for moral responsibility and earnest co-operation. The regulations are few and fundamental. No student will be received who fails to submit satisfactory letters certifying to his moral character. Any student who neglects the work of his class, or who fails to comply with the regulations of the College, or whose presence and influence are considered harmful to the institution, may be excluded at any time. In case of required withdrawal, no money will be refunded.

All regular students, except those residing at home, will be required to live in the college residences unless special exception is allowed by the Dormitory Committee previous to the opening of the scholastic year.

Every regular and special student, upon entering, is required to matriculate and submit his choice of studies for approval.

After registration, which is required of all students at the beginning of each scholastic year, each student must submit his registration slip to the Bursar and pay his tuition, or give satisfactory security for the payment of his term dues.

Tuition paid for instruction which a student, because of illness, has not received will stand to the credit of said student until he is able to return and re-enter the classes. No money will be refunded except in cases of twelve months' illness. *Students will be charged for all courses in which they have registered unless notice in writing is made to the Registrar's office.*

Written examinations and other tests of proficiency will be given in all departments during each semester.

All matters of college business must be arranged at the office and not with instructors. The College offices are open every day during the year, Sundays and holidays excepted, at 9 a. m.

No regular students are permitted to take part in or visit classes in advance of those in which they are scheduled.

Students who desire medical advice should apply at the office where they will be directed to reliable doctors for consultation.

Conferences between the Dean and representatives chosen by the several classes will be arranged each term, in order that matters of interest to the classes may be brought formally or informally before the officers of the college for consideration, and the heartiest co-operation secured between the student body and the faculty.

Arrangements for private tutoring with instructors may be made by any student. Although private lessons are not credited toward graduation, in many instances they are of distinct personal benefit to the pupil.

All books and stationery may be purchased in the College Bookstore.

Parents and friends are cordially welcomed as visitors at any time. Students are permitted to take visitors into classes and recitations, but are requested in all cases to introduce them at the office, whence they will be conducted to classes and be shown every courtesy.

Tuition Expenses

Tuition must be paid in advance. Students are not allowed to remain in class when term bills are not paid promptly. No tuition will be refunded except in case of twelve months' sickness. The scholastic year is divided into two semesters of seventeen weeks each.

Cost of each semester of attendance (18 semester credits)	$150.00
Beyond 18 semester credits, per credit	6.00
Special courses, per semester credit	12.00
Evening Division	$10.00 to $40.00
Summer Session, per semester credit	12.00

FEES AND CHARGES

*Application Fee	
For boarding students (page 65)	20.00
For day students	10.00
Gym. Fee (Course required of Freshmen only)	5.00
Fee for late registration (after Sept. 26)	3.00
†Dramatic Laboratory Fees	
Senior Comparative Drama	15.00
Junior Children's Theater	15.00
Sophomore One-Act Plays	10.00
Freshman Pantomime	10.00
Diploma Fee	10.00

*The application fee is required of all students electing nine or more periods per week. It includes subscription to *The Emerson Quarterly*, *The Emerson News*, admission to the Thursday Lecture Course and to the Southwick Artists Recital Course.

†The above courses are not required for graduation. These fees cover cost of scenery, wigs, costumes, properties.

Residence Expenses

Prices of room for thirty-seven weeks with board for thirty-four weeks range as follows: $500, $550, $600. These charges include all expenses for furniture in room, heat, light, and white muslin curtains and a pillow; but do not include couch covers, blankets, bed-linen, towels, laundry, or lunches. There are lunch rooms near the college buildings where lunches may be purchased during the week. Towels and bed linen, puffs, and blankets must be provided by the student.

Board and room rent are payable by the semester in advance. Payment is due on the day of the opening of the semester (page 6). No refunds for less than half a semester absence occasioned by illness.

The student may not come to the dormitory before the Friday previous to registration day as fixed by the college catalogue (page 6). The first dinner will be served on Friday night. Board will not be furnished to students remaining in the dormitory during the Christmas and spring vacations.

Every application for a dormitory reservation must be accompanied by a twenty dollar ($20) deposit (see page 64); otherwise it will not be registered. If application is not accepted the amount of deposit will be refunded. Applications will be filed in the order of their receipt. Assignments will be made during the month of May, but applications will be considered later if vacancies exist.

Any applicant who either gives up her assignment later than September 15, or withdraws after the opening of a semester, will be held responsible for the payment of room

and board for the semester. Students who are obliged to withdraw should notify the college at once. The reservation will be sublet, if possible, in which case the student who has withdrawn will not thereafter be held responsible.

Reservation fee will not be refunded to a student to whom an assignment has been made unless notice of withdrawal is given to the college before August fifteenth.

Special Reduced Railroad Fare

The New England Passenger Association announces the details of a plan whereby students enrolled in New England colleges from certain sections of the United States may obtain benefits of greatly reduced rates. This arrangement covers an entire college year beginning from the home station to the college, usable during the Christmas and spring vacations, and returning at the close of college. The basis of reduction for round trip fares is one and one-third of the present one-way fare. Full details may be obtained by applying to the office of the college.

Alumni Association

Joseph E. Connor, '21, *President*
Jessie E. Southwick, '85, *Vice-President*
Grover C. Shaw, '24, *Secretary-Treasurer*

Executive Committee

Harry Seymour Ross, '97 Sylvia Folsom Bushnell, '19
Adele Dowling Levillain, '24

The Emerson College Alumni Association was formed in 1889. It laid the foundation of an endowment fund, secured the publication of a magazine, and in various ways has helped to extend the influence of the College.

Association meetings, with reception and banquet, are held in Boston each year in connection with the graduation exercises. The date for 1935 is June 8.

It is desired that information concerning past members of the college be sent to the Registrar of Emerson College. Graduates and former students are requested to send immediate notification of any change of address.

Alumni Clubs

Local Alumni Clubs have been organized in various sections of the country to keep alumni and former students in closer touch with the College, and to promote its welfare.

Regular meetings are held by all these clubs, and all former students in the vicinity are urged to attend.

The members of these organizations may be applied to at any time for personal information concerning the College and its work. The addresses of two members of each organization are given to aid any who seek information concerning the Club or the College. In order of formation the clubs are:—

1. *Emerson College Club of Hartford*
   Mrs. Claire Plummer Dresser, 86 Bloomfield Ave., Hartford, Ct.
   Miss Grace Garvin, 145 Adelaide St., Hartford, Ct.

2. *Emerson Club of Boston*
   Mrs. Sara A. Neill Dowling, 928 E. Fourth St., South Boston, Mass.
   Mrs. Eva Macey Watson, 585 Beacon St., Boston, Mass.

3. *Emerson College Club of New York*
   Mrs. Olive Palmer Hansen, 125 Primrose Ave., Mt. Vernon, N. Y.
   Mrs. Anna E. Marmein, 139 West 56th St., New York, N. Y.

4. *Emerson College Club of Rhode Island*
   Miss Adelaide Patterson, Rhode Island College of Education, Providence, R. I.
   Miss Marguerite W. Fox, 59 Whittier Rd., Pawtucket, R. I.

5. *Emerson College Club of Los Angeles*
   Mrs. Alice Osden Hunnewell, 621 Beverly Drive, Beverly Hills, Cal.
   Mrs. Elizabeth Cloud Miller, 2371 Norwalk St., Los Angeles, Cal.

6. *Emerson College Club of Worcester*
   Mrs. Bertha McDonough Melick, 8 Roseland Terrace, Worcester, Mass.
   Mrs. Meta Bennett Wade, Worcester Academy, Worcester, Mass.

7. *Emerson College Club of Detroit*
   Mrs. Elsie Stuart Crandall, 900 Taylor Ave., Detroit, Mich.
   Miss Rhea Olin, 3280 Leslie Ave., Detroit, Mich.

8. *Emerson College Club of Albany*
   Mrs. Alice Esmond Mosher, 303 Woodlawn Ave., Albany, N. Y.
   Mrs. Esther Bookheim Isenbergh, 889 Mercer St., Albany, N. Y.

9. *Emerson College Club of Philadelphia*
   Mrs. Lois Dow McLaughlin, 4816 Pine St., Pine Lodge, Philadelphia, Pa.
   Miss Frances Leedom Hess, 4624 Cedar Ave., Philadelphia, Pa.

10. *Emerson College Club of St. Louis*
    Mrs. Zitella Ebert Bass, 4651 Lindell Blvd., St. Louis, Mo.
    Miss Geraldine Biggers, 4251 McPherson Ave., St. Louis, Mo.

STUDENTS

Senior Class

Abel, Dorothy
Ohio

Allen, Mrs. Frances
Massachusetts

Bates, Barbara
Massachusetts

Brown, Janet
New York

Cass, Alice
Rhode Island

Cohen, Helen
Massachusetts

Dean, Dorothy
Massachusetts

Doyle, Esther
Massachusetts

Fairhurst, Mercey Jeanne
New Jersey

Fardy, Helen
Massachusetts

Fillebrown, Barbara
Massachusetts

Fine, Beryl
Mississippi

Fine, Elise
Mississippi

Fox, Mrs. Esther
Massachusetts

George, Catharine
Pennsylvania

Hamblin, Marion
Massachusetts

Huff, Lois
Massachusetts

Hughes, Betty
Massachusetts

Jainchill, Bernice
Connecticut

Johnson, Betty
Rhode Island

Jones, Clara
Delaware

Kirkpatrick, Gertrude
Massachusetts

Lewis, Edna
Massachusetts

MacArthur, Dorothy
Massachusetts

Martin, Lynnette
New York

McLaughlin, John
Massachusetts

McNamee, Lauree
New York

Monroe, Louise
Massachusetts

Mowitz, Lorena
New York

Murch, Natalie
New York

Neily, Louise
Massachusetts

Nelson, A. Esther
Massachusetts

Nevler, Freida
Massachusetts

Page, Vera
Massachusetts

Robinson, Marie
New York

Roughgarden, Daniel
New Jersey

Rutstein, O. Daniel
Massachusetts

Seltzer, Dorothy
Massachusetts

Sirkin, Adele
New York

Sullivan, Katherine
Rhode Island

Taylor, Elsie
Massachusetts

Uman, Sylvia
Massachusetts

Voyatzis, Pandora
Massachusetts

Whittemore, Mariette
Massachusetts

Junior Class

Adelson, Alice
Massachusetts

Armstrong, Susan
Massachusetts

Baurer, Ruth
Connecticut

Bunce, Betty
New York

Chernis, Florence
Massachusetts

Dines, Jan
Texas

Dondero, Geraldine
New Hampshire

Duke, Adassie
Massachusetts

Fernald, Eilene
Massachusetts

Goldman, Miriam
Massachusetts

Hamilton, Allee
Massachusetts

Irvin, Muriel
Pennsylvania

Li, Kai Ying
China

MacDougall, A. Doris
Massachusetts

Moore, Beula
Pennsylvania

Moorey, Helen
Connecticut

O'Keefe, Mary
Massachusetts

Robertson, Ione
New York

Rubenstein, Madeline
Massachusetts

Shutzer, Bernice
Massachusetts

Sisson, Evelyn
Massachusetts

Skidmore, Margaret
Virginia

Snell, Bertha
Rhode Island

Southard, Erma
New Hampshire

Spriggs, Marjorie
New York

Striebel, Marguerite
Massachusetts

Taylor, Dorothy
Massachusetts

Tucker, Thelma
Connecticut

Turner, Theodora
Massachusetts

Waid, Mildred
Massachusetts

Warlick, Weyburn
North Carolina

Warner, Hilda
New York

Zimmermann, Elaine
Connecticut

Sophomore Class

Banquer, Shirley
Connecticut

Bedford, Mae
Canada

Berger, Frances
Massachusetts

Bond, Vivienne
New Jersey

Bressack, Natalie
Massachusetts

Broaddus, Emily
Massachusetts

Campbell, Eleanor
Massachusetts

Caswell, Rosemary
New York

Cohen, Edith
Massachusetts

Cohen, Eva
Massachusetts

Colby, Ruth
Massachusetts

Cranmer, Ruth
Massachusetts

Cryder, M. Lyda
Massachusetts

Curran, Marietta
New York

Evans, Elizabeth
Massachusetts

Evans, Margaret
Massachusetts

Frederick, Margaret
Massachusetts

Freedman, Rose
Massachusetts

French, Betty
Massachusetts

German, Henriette
Connecticut

Gilman, Margaret
Massachusetts

Gissler, S. Marjorie
Massachusetts

Gootman, Minna
Massachusetts

Griffin, Eugenia
Massachusetts

Griffin, Mary
Massachusetts

Hall, Elizabeth
Connecticut

Hallisey, Nora
Massachusetts

Hershberger, Jeannette
Pennsylvania

Jacobs, Ethel
New York

Kemp, Marjorie
Canada

Kennedy, Isabel
Massachusetts

King, Lillian
Massachusetts

Lawton, John
Massachusetts

Lee, Ann
North Carolina

Lieff, Sylvia
Connecticut

Marshall, Virginia
Massachusetts

Morgan, Marguerite
Connecticut

O'Gara, Florence
Rhode Island

Rice, Virginia
Massachusetts

Ryan, Dorothy
Massachusetts

Shapiro, Sylvia
Alabama

Temple, Virginia
Massachusetts

Weiner, Beatrice
Massachusetts

Weir, Doris
New York

Yorston, Janet
Rhode Island

Freshman Class

Bavis, Charlotte
Massachusetts

Bolton, Ellen
Massachusetts

Burke, Harold
Massachusetts

Carey, Helen
Massachusetts

Chertoff, Martha
Connecticut

Colarusso, Elizabeth
New York

Colby, Helen
Massachusetts

Corkum, Eleanor
Massachusetts

Goodrich, Dorothy
Massachusetts

Halliday, Elizabeth
Massachusetts

Harrison, Florence
Rhode Island

Hill, Edith
Canada

Hindle, John
Massachusetts

Homonoff, Beatrice
Massachusetts

Keleher, Rita
Massachusetts

Landers, Muriel
Massachusetts

Logan, Josephine
Delaware

Mackay, Virginia
Massachusetts

Malkin, Frances
Massachusetts

Mann, Gertrude
Canada

McCarthy, Martha
Massachusetts

McMahon, Mary
Massachusetts

Moiles, William
Massachusetts

O'Dwyer, Sylvia
Connecticut

Pollard, Norma
Massachusetts

Schaffer, Marion
Massachusetts

Scher, Dorothy
Connecticut

Seibert, Betty
District of Columbia

Shields, John
Massachusetts

Sklar, Ethel
Massachusetts

Smith, Dolly
Massachusetts

Snyder, Betty
Ohio

Spink, William
Rhode Island

Stanewick, Willard
Massachusetts

Stern, Charlotte
Massachusetts

Uderitz, Ruth
New York

Volansky, Helen
Massachusetts

Wright, Phyllis
Massachusetts

Zang, Gertrude
Massachusetts

Special

Adams, Phyllis
Massachusetts

Brooks, Estella
Massachusetts

Chandler, Geraldine
Massachusetts

Dadmun, Elizabeth
Massachusetts

Donnelly, Dorothea
Massachusetts

Doriot, Mrs. Edna
Massachusetts

Fandry, Adele
Massachusetts

Fitzgerald, Charlotte
Massachusetts

Flaherty, Mrs. Jennie
Massachusetts

Greenwood, Ida
Massachusetts

Grimes, Virginia
Massachusetts

Hickey, Mary
Massachusetts

Hill, M. Katharine
Massachusetts

Hughes, Serano
Massachusetts

Kane, Christine
Massachusetts

Kastrul, Rose
Massachusetts

Lourie, Hazel
Massachusetts

Luffey, Vivian
Connecticut

Lynch, Grace
Massachusetts

Maxner, Beatrice
Massachusetts

Mudgett, Louie
Massachusetts

Novack, Harry
Massachusetts

Poorvu, Ruth
Massachusetts

Powers, Mrs. Dorothea
Massachusetts

Puleston, Camilla
Massachusetts

Rankin, Dorothy
North Carolina

Ryan, Ruth
Massachusetts

Tierney, Grace
Massachusetts

Tillotson, Mrs. Vivian
Massachusetts

True, Elizabeth
Massachusetts

Williams, Margaret
Tennessee

Evening School

Bagdigian, Virginia
Massachusetts

Bennett, Betty
Massachusetts

Benoit, Charlotte
Massachusetts

Churchill, Lewis
Massachusetts

Cosgrove, Claire
Massachusetts

Covin, Abraham
Massachusetts

Elsesser, Grace
Massachusetts

Faille, Margery
Massachusetts

Fitzgerald, Paul
Massachusetts

Fowler, Harrison
Massachusetts

Gagan, Joseph
Massachusetts

Green, Celia
Massachusetts

Henry, Mrs. Esther
Massachusetts

Holden, Louis
Massachusetts

Horgan, Ellen
Massachusetts

Hurley, Dorothy
Massachusetts

Kapff, George
Massachusetts

Karshis, Frank
Massachusetts

Kastrul, Rose
Massachusetts

Laffoley, Ralph
Massachusetts

Lewenberg, Stanley
Massachusetts

Lewis, Edna
Massachusetts

Lewis, Evelyn
Massachusetts

Littlefield, Carlton
Massachusetts

Matthews, Prudence
Massachusetts

McKenna, Marjorie
Massachusetts

McKinley, Edward
Massachusetts

McWalter, Ruth
Massachusetts

Murch, Natalie
Massachusetts

Neville, Michael
Massachusetts

Novack, Harry
Massachusetts

Parsons, David
Massachusetts

Payne, Roland
Massachusetts

Prescod, Ina
Massachusetts

Seminatore, F. Gerald
Massachusetts

Shocker, Rose
Massachusetts

Sullivan, Florence
Massachusetts

Thomas, Paul
Massachusetts

Torressen, Selma
Massachusetts

Walsh, Louise
Massachusetts

Walton, Bryce
Massachusetts

Wolfe, Alma
Massachusetts

Young, Muriel
Massachusetts

Summer Term, 1934

Alberian, Edwin
Massachusetts

Anderson, Mrs. Allie
South Carolina

Bedford, Mae
Canada

Boylan, Teresa
Massachusetts

Buckley, M. Beryl
Missouri

Carroll, Lucille
Massachusetts

Cataldo, Mrs. Elvira
Massachusetts

Cohen, Birdie
New Jersey

Coveney, Leo
Massachusetts

Craft, Naon
Maryland

Crichton, Josephine
Massachusetts

Dickerson, Ruth
Ohio

Fardy, Helen
Massachusetts

Farnum, Maude
Rhode Island

Fish, Mrs. Elizabeth
Massachusetts

Geherin, Jean
New York

Gissler, Marjorie
Massachusetts

Gold, Deborah
Massachusetts

Golden, Samuel
Massachusetts

Hallatt, Cleda
Canada

Harrop, Ruth
Rhode Island

Houglum, Marmion
Minnesota

Hutchinson, Mrs. Amy
New York

Jones, Mrs. Bessie
Pennsylvania

Jones, Mrs. Lucy
Massachusetts

Kingman, Louise
Massachusetts

Levenson, Beatrice
New Jersey

Longfield, Mary
Massachusetts

Martin, Keith
Massachusetts

Matchett, Katharine
Ohio

McConechy, Katharine
Canada

McManus, Ruth
Massachusetts

McNamee, Daniel V., Jr.
New York

McNamee, Lauree
New York

Novack, Harry
Massachusetts

Perkins, Elizabeth
Texas

Scott, Mrs. Isabel
Maine

Silverman, Gene
Massachusetts

Sister St. Elizabeth
Vermont

Smith, John
Ohio

Spotniz, Nellie
Massachusetts

Walker, Horace
Massachusetts

Walker, Jean
Canada

Westmoreland, Mrs. Amy
Canada

Westmoreland, Lloyd
Canada

Whittemore, Mariette
Massachusetts

Devise and Bequests

For the convenience of any who may wish to make a bequest to Emerson College of Oratory, the following form of bequest to be inserted in a will is suggested.

I give and devise to Emerson College of Oratory, Boston, Massachusetts, the following real estate:

(Here give description of real estate)

I give and bequeath to Emerson College of Oratory, the sum of.....dollars to be paid by my executor in.....months after my decease.

NOTE. All wills must be executed according to the formalities of the several States in which they are drawn. These should be ascertained at the time of the making of the will.

THE EMERSON QUARTERLY,
BOSTON, MASS.

GENTLEMEN:—

Enclosed please find *Check* / *P. O. Order* / *Cash* to the amount of TWO DOLLARS ($2.00) to cover the amount of my subscription to *The Emerson Quarterly* for the four issues of 1935-36.

Signed .....

Address .....